

Annual Measurable Achievement Objectives (AMAOs)

Frequently Asked Questions (FAQs) 2013-14

1. Why are school districts getting 2013-14 school year AMAO results in the fall of the 2015-16 school year?

The 2013-14 school year brought a shift in the English Language Proficiency (ELP) assessment administered statewide to English Learner (EL) students, causing the Michigan Department of Education (MDE) to have to revisit AMAO calculations and renegotiate the United States Department of Education (USED) for approval. This process was delayed and only in the late summer of 2015 did the MDE receive approval to produce 2013-14 school year AMAOs. We anticipate to be able to catch up in early 2016 and be able to produce the AMAO results for the 2014-15 school year, pending USED review and approval.

2. What's new for 2013-14 AMAOs?

Each of the following changes are discussed more thoroughly in separate questions. Acronyms are defined in those questions' answers.

- Michigan's EL assessment changed from ELPA to WIDA
- Due to the assessment change:
 - The student-level definition of progress for AMAO I (Progress) changed to use Student Growth Percentiles (SGPs)
 - The district-level target for AMAO I (Progress) was changed
 - The student-level definition of English proficiency for AMAO II (Proficiency) changed to use the WIDA scale
 - The district-level target for AMAO II (Proficiency) was changed
 - The release of 2013-14 results were significantly delayed
- A new measure (WIDA/WIDA Alt Participation) has been added with its own targets and series of consequences for districts not meeting targets
- Districts will be able to use the secure site (www.mi.gov/baa-secure) to preview AMAO results and download an AMAO student data file to see individual student records used in the calculations.

3. What are Annual Measurable Achievement Objectives (AMAOs), at a very high level?

AMAOs are the Title III accountability system used to evaluate the effectiveness of services provided by districts to English Learner (EL) students.

4. What is Title III?

The purpose of Title III of the Elementary and Secondary Education Act of 2001 (also known as the No Child Left Behind [NCLB] Act) is to ensure English Learner (EL)¹ students attain English language proficiency and meet the same challenging academic content and achievement standards all students are expected to meet.

School districts² must use Title III funds to implement scientific research based language instruction educational programs designed to help EL students achieve state standards. The state and school districts are accountable for increasing the English proficiency and core academic content knowledge of EL students.

5. What are the measures used in the AMAO accountability system?

AMAO I (Progress). The district must demonstrate that the percentage of its EL students making “progress” on the state’s EL assessment (WIDA ACCESS for ELLs) meets or exceeds the current year’s target. The AMAO I (Progress) calculation is performed for districts with a least 10 EL students that have both current year and previous year EL assessment scores.

AMAO II (Proficiency). The district must demonstrate that the percentage of its EL students achieving English language proficiency (based on WIDA ACCESS student scores) meets or exceeds the current year’s target. The AMAO II (Proficiency) calculation is performed for districts with at least 10 EL students that have current year WIDA ACCESS scores.

AMAO III (Scorecard English Learner [EL] Components). The district must demonstrate it met targets for the five components of the 2013-14 School Scorecard directly measuring the EL subgroup (EL Math Participation, EL Reading Participation, EL Math Proficiency, EL Reading Proficiency, and EL Graduation Rate). The AMAO III (Scorecard EL Components) calculation is performed for districts having at least 30 EL students meeting the inclusion criteria for scorecards.

WIDA/WIDA Alt Participation – Title III of the Elementary and Secondary Education Act (ESEA) of 2001 requires each EL student to be tested annually on the state’s English Language Proficiency (ELP) annual assessment which for Michigan is the WIDA ACCESS or WIDA Alternate. WIDA Alternate (WIDA Alt) is a test for EL students with severe cognitive disabilities. Districts must meet the following participation targets or will be required to comply with a series of consequences beginning in 2015-16. The participation target for districts with 40 or more EL students is to have 95% of students tested and the target for districts with 30-39 EL students is to have 2 or less students untested. Only valid test results are used to count a student as participating. This measure is being added for the first time in 2013-14 and, as such, the results will be reported for informational purposes only for 2013-14 and 2014-15.

¹ The term English Learner (EL) is synonymous with the older terms English Language Learner (ELL; used in the name of WIDA assessments) and Limited English Proficient (LEP; used in the federal law ESEA of 2001).

² In federal law school districts are called Local Educational Agencies (LEAs). In Michigan these terms are fully synonymous so the more familiar term (district) will be used for this document.

6. What is Michigan’s EL assessment? / What is the World-Class Instruction Design Assessment (WIDA) ACCESS for ELLs?

Michigan’s EL assessment is the spring WIDA ACCESS for ELLs which is administered each year to all students enrolled in grades K – 12 who are eligible for English Learner (EL) services. The purpose of the WIDA ACCESS, provided by the WIDA Assessment Consortium, is to:

- Help students understand their current level of English language proficiency along the developmental continuum.
- Serve as one of multiple measures used to determine those students prepared to exit English language support programs.
- Provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provide districts with information that will help them evaluate the effectiveness of their EL programs. Meet federal requirements, such as Annual Measureable Achievement Objectives (AMAOs) I (Progress) and II (Proficiency), for the monitoring of EL students’ progress toward English language proficiency.

7. Did Michigan recently change EL assessments, and if so, why?

Yes, Michigan changed its EL assessment in 2013-14. In prior years Michigan had used a Michigan-developed EL assessment named ELPA (English Language Proficiency Assessment). In 2013-14 Michigan retired the ELPA and replaced it with the World Class Instructional Design and Assessment (WIDA) ACCESS for ELLs which is based upon the English Language Development (ELD) standards that align to Michigan’s core content area standards.

Michigan moved to the WIDA assessments as well as the adoption of the standards due to their rigor and inclusion of academic vocabulary aligned with content standards. Additionally, the WIDA assessments are also more cost effective than ELPA. More information about the implementation of WIDA assessments in Michigan can be found at www.mi.gov/wida.

8. For AMAO I (Progress), how is student-level progress defined and what percentage of students must show progress for the district to meet AMAO I (Progress)?

For AMAO I (Progress), students are counted as progressing if they have an EL assessment Student Growth Percentile (SGP) at or above the 50th percentile. (A SGP is a measure which compares a student’s progress to all other students with similar past scores. SGPs range from 0 to 99 and describe what percentage of students with similar past scores had a lower current-year score than the student. For example a student with a SGP of 60 means 60% of students with similar past scores had a lower current year score than that student. For more information on SGPs please visit www.mi.gov/baa-accountability).

For 2013-14, the AMAO I (Progress) target for districts is to have 50% or more of their students showing progress as defined above. Michigan is required to increase targets annually. Below are the AMAO I (Progress) district-level targets for the next three years.

2013-14:	50% of students making progress on the WIDA ACCESS
2014-15:	51% of students making progress on the WIDA ACCESS ³
2015-16:	52% of students making progress on the WIDA ACCESS ³

³ Pending USED Approval

9. For AMAO II (Proficiency), how is student-level proficiency defined and what percentage of students must be English proficient for the district to meet AMAO II (Proficiency)?

For AMAO II (Proficiency), students are counted proficient if their performance level on the WIDA ACCESS is between 5.0 (Bridging) and 6.0 (Reaching). Unfortunately, at this time, Michigan is not able to use the WIDA Alt to count students as proficient. However, ways in which students taking WIDA Alt could be counted as proficient are being explored.

For 2013-14, the AMAO II (Proficiency) target for districts is to have 21% or more of their students demonstrating English proficiency as defined above. Michigan is required to raise the targets annually. Below are the AMAO II (Proficiency) targets for the next three years:

2013–14:	21% of students bridging or reaching on the WIDA ACCESS
2014–15:	22% of students bridging or reaching on the WIDA ACCESS ³
2015–16:	23% of students bridging or reaching on the WIDA ACCESS ³

10. AMAO III (Scorecard EL Components) uses School Scorecards...what is the Michigan School Scorecard?

The School Scorecard is the cornerstone of the federal Elementary and Secondary Education Act (ESEA) of 2001 (also known as the No Child Left Behind [NCLB] Act). In Michigan, it measures year-to-year student achievement on Michigan's state assessments. In 2013-14, these assessments were the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), and MI-Access assessments. (In 2014-15 the MEAP was retired and replaced with the Michigan Student Test of Educational Progress [M-STEP]). Other indicators, such as the number of students who participate in the assessments and graduation rate for high schools, are also used in the calculation of School Scorecards. You can find more information about Michigan School Scorecard at www.mi.gov/schoolscorecard.

11. Is WIDA/WIDA Alt Participation a new measure, and if so, why was it added?

Yes, WIDA/WIDA Alt Participation is a new measure. It was added to (1) ensure districts are complying with Title III's requirement that all EL students be assessed annually using an EL assessment and (2) ensure the results of AMAO I (Progress) and AMAO II (Proficiency) are descriptions of all EL students in the district (i.e., ensures validity).

12. What is the source of data used to calculate the AMAOs status?

For AMAO I (Progress) and AMAO II (Proficiency), enrollment and demographic data from the Michigan Student Data System (MSDS) enrollment and demographic information snapshot for WIDA and assessment data from the WIDA ACCESS are used.

For WIDA/WIDA Alt Participation, enrollment and demographic data from Michigan Student Data System (MSDS) enrollment and demographic information snapshot for WIDA and assessment data from the WIDA ACCESS and WIDA Alternate are used

For AMAO III (Scorecard EL Components), enrollment and demographic data from the Michigan Student Data System (MSDS) collections for Fall, Spring, and the enrollment and demographic snapshot for the state's general assessment and assessment data from the state's general assessment are used. For 2013-14 the general assessments were Fall 2013 MEAP/MEAP-Access/MI-Access (grades 3-9) and Spring 2014 MME/MI-Access (grade 11).

13. Which groups of students are included in determining a district's AMAO status?

AMAO I (Progress) – Students that are BOTH (1) coded as EL in the state's enrollment system (Michigan Student Data System [MSDS]) AND (2) have at least two points of data to compare (a 2013-14 WIDA ACCESS scale score and a 2012-13 ELPA⁴ scale score).

AMAO II (Proficiency) – Students that are BOTH (1) coded as EL in the state's enrollment system (Michigan Student Data System [MSDS]) AND (2) have a current year EL assessment (WIDA ACCESS or WIDA Alternate) score.

AMAO III (Scorecard EL Components) – Students that are BOTH (1) coded as EL in the state's enrollment system (Michigan Student Data System [MSDS]) AND (2) meet the inclusion criteria for the respective School Scorecard components. (For more detail on School Scorecard component inclusion criteria please visit www.mi.gov/schoolscorecard and review the "2013-14 Guide to Reading Michigan School Scorecards" or the "2013-14 Business Rules for Michigan School Scorecards.")

WIDA/WIDA Alt Participation – Students that are BOTH (1) coded as EL in the state's enrollment system (Michigan Student Data System [MSDS]) AND (2) enrolled in the district as of the MSDS enrollment and demographic snapshot for WIDA ACCESS/WIDA Alt.

14. How many EL students are required to calculate AMAOs?

For AMAO I (Progress) and AMAO II (Proficiency), districts with 10 or more ELs to receive a status.

For AMAO III (Scorecard EL Components) and WIDA/WIDA Alt Participation, districts with 30 or more EL students to receive a status.

Not having a sufficient number of EL students to receive a status for AMAO I, II, III, or WIDA/WIDA Alt Participation does not affect a district's Title III funds.

15. Are private schools held accountable for meeting AMAOs?

No. Private schools do not receive Title III funds (although they may receive Title III services) and are not subject to these AMAO provisions.

16. What WIDA ACCESS reports are available to districts and schools and is this the same information used to calculate AMAOs?

Hard-copies of the Individual Student Report, Student Roster Report, School Frequency Report, and District Frequency Report are sent to the district offices to be distributed to schools. Additionally, a WIDA ACCESS/WIDA Alternate downloadable Student Data File is also available on the Secure Site (www.mi.gov/baa-secure).

The data in these reports will at times differ from what is used for calculating AMAOs. This is because the WIDA ACCESS/WIDA Alternate downloadable Student Data File provide results for any student taking WIDA ACCESS or WIDA Alternate. Whereas the AMAO calculations filter out records for students who do not meet all inclusion criteria. For example students not flagged as EL in the states enrollment system the Michigan Student Data System [MSDS] will be included in WIDA ACCESS/WIDA Alternate reports and student data file but will not be included in the AMAO calculations.

⁴ ELPA (English Language Proficiency Assessment) was Michigan's self-made EL assessment used to measure English language proficiency of EL students for 2012-13 and earlier. In 2013-14 Michigan moved from ELPA to WIDA.

17. When do districts receive information on whether they have met AMAOs?

District superintendents and assessment coordinators typically receive notification of their district's AMAO status for the prior school year in late fall. Notification was significantly delayed for 2013-14 results because changes in the calculation, necessary due to the switch from ELPA to WIDA ACCESS, required approval from the US Department of Education (USED).

18. Can I look up my district's AMAO status?

Yes. Spreadsheets with the 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14 AMAO results have been posted to the AMAO webpage (www.mi.gov/amao).

19. What are the consequences if a district does not meet AMAOs?

Districts not meeting one or more AMAO must comply with a series of consequences which vary depending upon the number of consecutive years the district has missed an AMAO.

Year 1:

- Within 30 days after the Michigan Department of Education (MDE) releases AMAOs, the district shall send a letter to parents of students participating in a Title III-funded language instruction educational program. The letter must explain that the district did not meet one or more of the AMAO targets and it must provide parents with the district's plan to meet the targets in future years. A sample letter can be found on the AMAO website at www.mi.gov/amao.
- The district must develop a Title III program improvement plan to specifically address the factors that prevented the district from meeting its objectives. The MDE's Title III Team will provide technical assistance to enable the district to meet AMAOs.

After two consecutive years:

- The district shall send letters to parents of Title III-funded EL students (same as year 1)
- MDE's Title III Team will provide technical assistance to develop, in consultation with the district, professional development strategies and activities, based on scientifically based research, that the district will use to meet AMAOs;
- The MDE will require the district to utilize such strategies and activities; and
- Develop/revise the Title III plan to incorporate strategies and methodologies, based on scientifically based research, to improve the specific program or method of instruction provided to EL students.

After three consecutive years:

- The district shall send letters to parents of Title III-funded EL students (same as years 1 and 2)
- The MDE expects districts to continue implementing the Title III plan

After four consecutive years:

- The district shall send letters to parents of Title III-funded EL students (same as years 1, 2, & 3)
- The MDE will require the district to modify the its curriculum, program, and method of instruction; or
- Make a determination whether the district shall continue to receive funds related to the district's failure to meet such objectives; and
- Require the district to replace educational personnel relevant to the entity's failure to meet such objectives [ESEA Section 3122 (b)(1-4)]

20. What are the consequences if a district does not meet WIDA/WIDA Alt Participation?

For 2013-14 and 2014-15 WIDA/WIDA Alt Participation is being reported for informational purposes only. However, beginning in 2015-16, districts not meeting participation targets will be required to comply with the following series of consequences:

- Year 1: The district will receive a letter outlining the escalating consequences for years 2-4 of non-compliance with full participation rate of English Learners (ELs) on Michigan's annual English Language Proficiency (ELP) assessment (WIDA).
- Year 2: The district will be required to investigate, develop, and implement a plan to address root causes for low participation. The plan will require MDE approval.
- Year 3: Technical assistance will be provided to adjust and implement the approved plan.
- Year 4: The plan will be updated as needed.

21. If a district does not meet one of the three AMAOs, do they really have to send a letter to the parents of EL students?

Yes. Within 30 days after the Michigan Department of Education (MDE) releases AMAOs, the district shall send a letter to parents of students participating in a Title III-funded language instruction educational program. The letter must explain that the district did not meet one or more of the AMAO targets and it must provide parents with the district's plan to meet the targets in future years. A sample letter can be found on the AMAO website at www.mi.gov/amao.

22. Our district did not meet one of the AMAO targets last year, and did not meet an AMAO target this year; however, we missed a different AMAO this year. Does that put us at two years of not meeting an AMAO?

Yes. Title III requires Local Educational Agencies (LEAs; i.e., districts) that fail to meet any one or all of the AMAOs for two or more consecutive years to comply with the required accountability provisions/consequences as specified in [Section 3122(b)(1)] of the ESEA. For example, if a district did not meet AMAO I (Progress) in year one, while meeting AMAO II (Proficiency) and AMAO III (Scorecard EL Components), but, in year two, the same district did not meet AMAO II (Proficiency), while meeting AMAO I (Progress) and AMAO III (Scorecard EL Components), the LEA would be considered as having failed to meet the AMAOs for two consecutive years. A Title III funded district must meet all three AMAOs every year.

23. What is a Title III Plan?

Title III requires each Local Education Agency (LEA; i.e., district) to submit a plan to MDE that includes specific academic objectives for English learners (ELs) within its district's consolidated application. These objectives and their respective strategies and activities should describe how the Title III funds will be used to meet all annual measurable achievement objectives (AMAOs) [Section 3122 and Section 111(b)(2)(B)]. The Title III plan may be incorporated annually into the DIP and would address the academic needs of English learners including program design, professional development, parent involvement, and program evaluation. Including these elements in the DIP eliminates the need for a separate Title III plan.

24. What is the process for a district to create a Title III Improvement Plan?

A district that has not met any one or all AMAOs for two consecutive years is required by the provisions of the federal Elementary and Secondary Education Act (ESEA) of 2001 (also known as the No Child Left Behind [NCLB]) to develop a Title III Improvement Plan. The district must develop an improvement plan that will ensure the district meets the AMAO(s) in the future. The improvement plan shall specifically address the factors that prevented the district from achieving the AMAO(s).

25. If my district elects to decline Title III funding, will we continue to be held to Title III accountability requirements?

Yes and no. A district that elects to decline Title III funding will not be held to Title III accountability requirements by the Michigan Department of Education (MDE); however MDE will continue to publically report the district's AMAO results and continue to disaggregate scorecard results for the district's EL students so that district residents and parents can locally hold the district accountable for the academic progress of EL students.

26. Who do I contact for more information on AMAOs and Title III?

If you have questions about AMAO statuses or calculations please visit the AMAO website www.mi.gov/amao or contact the Office of Evaluation, Strategic Research, and Accountability (OESRA) at 877-560-8378 or MDE-Accountability@michigan.gov.

For all other questions regarding AMAO targets or consequences, Title III funding, or developing/revising your district's Title III plan please visit www.mi.gov/mde-titleiii or contact Shereen Tabrizi, Ph.D., Manager of the Special Populations Unit, Office of Field Services, at 517-373-6066 or tabrizis@michigan.gov.